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NATURE AND EXTENT OF PUPIL MALADJUSTMENT AMONG THE BLIND AND PARTIALLY SIGHTED IN THE WISCONSIN SCHOOL FOR THE BLIND JANESVILLE WISCONSIN

by

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A Thesis submitted for the Degree of

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Chapter I

MENTAL HYGIENE and PUPIL ADJUSTMENT

The Psychology and Extent of Pupil Maladjustment

The desire for self-assertion and the desire for group recognition are two powerful influences in all human beings. At a very early age the child begins to assert himself and to compare himself to others. He sets as a goal or standard what other people can do, and failure to meet this standard sets up an emotional conflict. The reaction of the group toward the individual is felt. Groups tend to eliminate the individual who is different. It is not a question of whether the child is intelligent or not. It is a question of the difference, in any trait, between the individual and the group, his reaction to the difference, and the reaction of the group toward him and his difference.[1]

These differences, real or imagined, which the individual sees or feels between himself and his own ideals or what he conceives to be the ideals of the group, when they occur with respect to his social or mental life, may, and do, produce profound emotional conflicts and all the various disturbances of behavior in the individual. These disturbances in behavior often represent an attempt at compensation such that the individual will have a satisfied ego and a feeling of security in the

1 Lawson G. Lowery, Competition and the Conflict over Differences, Institute for Child Guidance Series (New York, 1931).

group. Very often, however, these attempts at compensation lead to irrational and anti-social behavior. This behavior will often exaggerate the original difference, setting up a vicious circle out of which the child can escape only through the aid of intelligent and sympathetic guidance.

According to Lowery[2] there are three types of conduct which result from an individual's frustration in his attempt to succeed:

1. Natural Compensation: The individual may recognize his weakness and in an intelligent way set about to compensate for the shortcoming. He may develop some of his strong points and attempt to make the best of whatever resources he has.

2. Withdrawal and Anti-Social Attitude: The individual may withdraw from the world of reality, from the causes of his disappointments, and live in a world of phantasy.

3. Extravagant Behavior: The individual, in an attempt to solve his problems, may adopt various undesirable characteristics of aggressiveness. He may develop excessive characteristics of self-assertion, defiance, etc.

Wickman conceived of all behavior problems as evasions of social requirements:

2 Lowery, Competition and Conflict over Differences.
3 E. K. Wickman, Children's Behavior and Teachers' Attitudes, Commonwealth Fund (New York, 1928), 139.

Evasions of Requirements by Withdrawal	Requirements imposed by Social Forces on Individual Behavior	Evasions of Requirements by Attack
Fearfulness		Temper Tantrums
Sulkiness		Disobedience
Dreaminess		Over Activity
Shyness		Aggressiveness
Dependency on Adults		Defiance of Authority
Cowardliness	Requirements for Adult Behavior Established by Social Institutions, Customs and Law	Fighting
Unsocialness		Delinquency
Dependency on Routine		Rejection of Routine
Pedantry		Pursuing own Methods of Work
Solitariness		Wanting to Direct
Fear of Criticism		Breaking Conventions
Suspiciousness		Antagonistic Attitudes
Inability to carry Responsibility		Exploitation of own Authority
Inefficiency		Contentiousness

Social Inadequacy		Ego Centricity	
Regressive Escapes	Retreats into Productive Activity	Creative Attacks	Destructive Attacks
Neurotic Complaints	Invention	Competitive Sports	Psychopathic Tendencies
Economic Dependency	Research	Exploration	"I won't work"
Alcoholism	Science	Industrial Exploits	Crime
Drug Addiction	Literature	Social and Political Reforms	
Functional Insanity	Art		
Suicide			

Wickman further lists the various behavior problems as found in children according to their degree of seriousness: first, as ranked by teachers; and second, as ranked by clinicians:[4]

4 E. K. Wickman, 139.

Teachers' Analysis (In order of seriousness):

Immoralities Dishonesties Transgressions Against Authority	Violations of Orderliness in Class Room Application to School Work	Extravagant Aggressive Personality and Behavior Traits	Withdrawing Recessive Personality and Behavior Traits

Clinician's Analysis (In order of seriousness):

Withdrawing Recessive Personality and Behavior Traits	Dishonesties Cruelty Temper Tantrums Truancy	Immoralities Violations of Schoolwork Requirements Extravagant Behavior Traits	Transgressions against Authority, Violation of Orderliness in Class

We can see that the type of behavior which is generally rated as ideal by the class room teacher may yet harbor the most serious types of maladjustment.

In any school system the child who tells lies, steals, or is involved in sex offences, is almost certain to be considered as needing special help and consideration. "The timid, shrinking child, who is rigid with fear, the shy, self-conscious youngster unable to make friends or play with others, the child who is always by himself, withdrawn and absorbed in his own day dreams, while causing no trouble in school, is often more seriously a problem, from the stand point of Mental Hygiene, than the obvious delinquent child."[5]

It is difficult for the teacher to believe that these children need special help because she often values them as her model pupils. These individuals, therefore, very often pass through school unhappy and

5 Clara Bassett,"Fear, a Mental Hygiene Hazard", N.E.A. Journal (1931), 49.

and unable to make adjustments, to fill the ranks of disappointed, if not neurotic misfits.

In 1925 Haggerty[6] wrote: "The stream of behavior children which day by day pass through a child guidance clinic suggest to the careful observer two things: (1) That in our school population there is a far larger number of behavior problem children than most of us would have believed; and (2) That the variety of behavior symptoms ranges through many forms. Some of these children manifest undesirable reactions very early and there is a growing belief that we must take seriously these early behavior disorders if we would prevent the dreadful toll which crime and insanity, in their more serious forms, levy upon our coming generation."

In 1935 we still ask: "What is the educator doing for the dull normal, whose plight perhaps, from the standpoint of maladjustment, is far more significant than the superior group in schools?

"To what extent are educators considering the problems of the neurotic, the psychopathic, the incipient psychotic, and the 750,000 children in our school system ordinarily termed problem children? How is the educator viewing discipline: as a means of securing submission to authority and formalistic training; or as a method of dealing with personal, and social conflicts, expressed in terms of excitability, restlessness, tantrums, shyness, envy, surliness, pugnacity, and the like? What are educators generally doing for those actual and potential failures

6 M. E. Haggerty, "The Incidence of Undesirable Behavior in Public School", Journal of Educational Research, 9:'25, XII, 102-122.

who suffer from emotional instability, that tremendous group of children in our schools, inferior in capacity, in effort, failing in achievement, resentful, hopeless, maladjusted, depressed, or agitated by their lot? How widely are special schools, adjustment classes, remedial teaching, individual guidance emplcyed to safe-guard against failure, disappointment, and even psychic deterioration and disintegration?----

"More that 50% of the inmates of our hospitals for mental diseased were subjected to gradual pressures and progressive frustrations under emotional stress culminating in their mental diseases, whose symptoms had already begun to make their appearance during adolescence and earlier. ----Think of that large group, numbering at least a million, in our schools today, who later in their lives will be isolated from the world in mental hospitals unless psychiatric guidance and care can safe-guard their mental health. Already many of them are manifesting symptoms of excessive shyness, timidity, exclusiveness, and solitariness. Already many are forsaking the world of reality to live in a dangerous world of phantasy, or are making responses to obsessive or directive, compulsive thinking or are unhappily floundering between restlessness, excitement, exaltation, and misery, subduedness, uncommunicativeness, and depression.

"In 1932 there were 631 hospitals for nervous and mental diseases in the United States, containing 427,343 beds, a number equal to the total beds available for victims of all other diseases. In 1928 one person out of every 325 in our country was a patient in such a hospital, and it has been calculated that one out of every twenty-two persons in

our population is likely to become a patient in some mental hospital at some time during the life-time of a generation."[7]

Caldwell reports: "The White House Conference Reports tell us that one out of every three apparently normal children of self-sustaining families is sufficiently maladjusted mentally or socially to necessitate special treatment."[8] It points out that at a cost of three times that of public education, five hundred thousand are today being cared for in our institutions for the anti-social and the socially inadequate.

According to Anderson[9] about 70,000 new patients enter state hospitals for insane in this country every year, joining the larger army of between four and five hundred thousand individuals confined as mental cases. The conditions from which these individuals suffer are largely the outgrowth of unsolved personality problems in childhood and youth, issues that were recognized by teachers and parents as "nervousness" but commonly not dealt with intelligently because their importance was unrecognized. If mental hygiene principles were applied, prevention of this usually is in a large measure possible.

Rogers[10] tells us that the psychopath, the neuropath, the criminal, and the delinquent, might in many cases have been saved from bitter experiences by early observances of a few simple, but fundamental, principles of Mental Hygiene. But even among the normal and responsible people, there are many who are the victims of unhealthy associations, morbid

7 Ira S. Wile, "The Challenge of Childhood", Mental Hygiene, 1:'35, 38-46.
8 C. A. Caldwell, Conditions of School Environment Causing Mental Ill-Health of Children, N.E.A. Addresses and Proceedings (Washington, D. C., 1933), XVII, 413.
9 V. V. Anderson, Psychology in Education, (New York, 1932).
10 George Rogers, "Mental Hygiene in the Public School", Mental Hygiene, 1:'30, 152-158.

fears, superstitions, mental conflicts, unsocial attitudes, inferiority complexes, and all the other types of maladjustment, who could have been helped in those early days by the right kind of training. In the light of these facts, we are forced to accept mental health as a vital aim and cardinal objective in our scheme of democratic public education.

Rarely is insanity a sudden event. Mental disorders originate, for the most part, during childhood and youth. There are numerous morbid manifestations which foreshadow mental deterioration and psychic invalidity.

Even as the more serious form of maladjustment, insanity, is not a sudden event, so also do all forms of anti-social and erratic behavior have a long history of unsuccessful adjustment. Watson[11] says, "The outward behavior manifestations that we see in children, as well as in adults, are but symptomatic of the deeper needs and strivings of the individual. The teacher may nag, scold and keep the child after school, even report him to the probation officer for truancy, for example, but unless the cause is understood, punishment is of no avail except to make the child unhappier and more in conflict. Truancy, as we all know, sometimes means too difficult a situation in school for the dull child, so he runs away. On the other hand, the school situation may give too little stimulation for the superior child, so, bored, and unhappy, he fails to face a disagreeable reality and leaves it for something more interesting.

11 Maud E. Watson, "What Contribution has Mental Health to Make to the Training of a Teacher," N.E.A. Addresses and Proceedings, 1934, LXXII, 721.

When is a Child Maladjusted?

Andress[12] says that a mentally healthy child has two main characteristics: He is successful and he is happy. The maladjusted child is one who shows definite symptoms, definite behavior patterns.

"Maladjusted pupils acquire innumerable behavior patterns. Some children are abnormally timid, fearful and retiring, while others demand constant attention by showing off or they habitually bully or annoy other children. Some children are extremely jealous, sullen, and resentful, and others show an extreme dependency on their parents. Some children are extremely inactive and occupy their time by day dreamingwhile others fly into temper tantrums on the least provocation. Some children are habitual truants, steal or show extreme forms of unsocial behavior which generally results in some form of juvenile delinquency."[13]

Torgerson, in his Pupil Adjustment Inventory, names the following behavior traits as symptomatic of maladjustment:[14] Unsocial Attitude, Lack of Emotional Control, Laziness, Nervousness, Day Dreaming, Lack of Interest, Lack of Responsibility, Misconduct, Inferior Achievement, and Unhappiness.

Van Alstyne[15] has listed some of the symptoms manifested by maladjusted bright children for which the school is largely responsible. They are laziness, shyness, day dreaming, indifference, sensitiveness to criticism, and hypo-chondriac fears, resulting in irregular attendance.

12 J. Mace Andress, "The Mentally Healthy Child", N.E.A. Journal, 10:'29, 233.
13 Torgerson et al., Behavior Difficulties, Discussion XXVIII, Radio Discussion WHA (Madison, April 23, 1935).
14 T. L. Torgerson, The Diagnosis of Pupil Adjustment (Ann Arbor, 1933), Part B, 1.
15 Dorothy Van Alstyne, "Gifted Children of Slow Progress", Jr. Ed. Research, 9:'23, VIII, 133.

Andress[16] also lists some of the signs of maladjustment as excessive day dreaming, getting into mischief persistently, so as to be destructive, morbid fears of all kinds, lack of self control, grudges, spites, jealously, quarrelsomeness, lying, stealing, shrinking from responsibility, cruelty to others, and the "I can't" attitude toward all difficulties.

These various symptoms of maladjustment are the overt expression of some basic conflict of the individual either with himself or with his environment.

In order to be happy and adjusted the individual must have a sense of security, be free from organic disturbances, and be occupied with activities adjusted to his native capacity and interest. The superior pupil often finds the work offered so far below his capacity and ability that he loses interest and occupies himself with less socially acceptable activities, while the dull pupil, subjected to constant and certain failure and discouragement, will reside within himself to escape the frustrations of the world of reality. We realize how important success is. If a pupil cannot be successful along socially approved lines he may resort to day dreaming, lies, rationalization, shyness, boastfulness, fighting, teasing, cheating, stealing, and general mischievousness. One who tastes success continuously will find it more satisfying to come to grips with reality, to face life courageously.[17]

16 Andress, "The Mentally Healthy Child", N.E.A. Journal, 10:'29, XIX, 233.
17 Andress, "Mental Health and the School of the Future", N.E.A. Journal, 6:'30. XIX. 175-176.

Whenever a child manifests these various symptoms, a thorough case study should be conducted to determine the possible causes. A physical examination should always be conducted to detect all organic disorders, after which the individual and his environment, both school and home, should be examined for possible causes of maladjustment.

Causes of Maladjustment

Saddler[18] lists several factors causing personality disturbances: doubtful parentage, teasing, harsh treatment, deception, ambiguous punishment, isolation, shame, loneliness, loss of home (accident, death, divorce), too much discipline, school management, sensitiveness, sex worry, religion (change or disagreement between parents), spoiled children.

In the handbook, The Diagnosis and Treatment of Pupil Adjustment, we find a long list of causes within the school which may, and very often do, contribute to a pupil's lack of interest, inferior achievement, nervousness, lack of responsibility, and happiness. Such causes as improper grade placement, instruction not differentiated on the basis of a pupil's mental ability, curriculum not based on the child's present interests, aptitudes, and capacities, excessive or unjust rules, dislike for a teacher who may lack tact, be easily irritated, or fails to appreciate some of her pupil's difficulties; each or all of these may contribute to the pupil's failure to achieve properly integrated personality.

The home, too, may exert an unfavorable influence and contribute to the maladjustment of pupils. He may come from a home which fails to

18 Saddler, Piloting Modern Youth (New York), Chap. X.
19 T. L. Torgerson, The Diagnosis and Treatment of Pupil Maladjustment (Ann Arbor, 1934), Part C, 1-3.

give him a sense of security, there may be constant nagging, quarreling, or criticism. The personal maladjustments of the parents may be forced upon him as a result of changing social, religious and moral standards. The home may be overly severe or too indulgent in its discipline, and, most serious of all, special favoritisms may be shown by the parents.

Other teaching procedures known to have a disintegrating effect upon the personality are: demotion, because of non-conformity, use of fear and punishment as motivating forces, indulgence in sarcasm, nagging, and other forms of mental cruelty. Children may be grouped together in "dumb-bell classes" with the result that these individuals may develop an attitude of inferiority which will cause even a child of potentialities to become a misfit for life.

The pupil who is not working up to capacity or one who has ambitions or goals far above his capacity, either self-imposed or imposed by overly ambitious parents, is almost sure to lose contact with reality and sooner or later manifest definite symptoms of maladjustment.

Certain physical defects, real or imagined, contribute their share towards the maladjustment of personality. There can be little doubt that the presence of uncorrected visual defects among school children may result in serious personality difficulties. Constant eye strain causes undue nervous strain and repeated failure due to this defective vision ultimately brings a sense of futility and a feeling of inferiority which are productive of various maladjustments.[20]

20 William H. Burnham, The Normal Mind (New York, 1926), 451-485.

The Aim of Modern Education, Pupil Adjustment

Modern education accepts as one of its objectives the development of the whole individual. The school of the future will strive for the emotional and social values rather than the mere intellectual. The work of every child will be scientifically adjusted to his capacities. Children will catch the spirit and practice the art of successful living. There will be fewer failures. The fundamental goal of all education should be to train every individual to make a significant contribution to society, to do that which he can do best.

Pupil adjustment implies the adjustment of the environment to the pupil as well as of the pupil to the environment. We must develop means by which we can detect the symptoms of maladjustment at their earliest stages, evaluate and determine their cause and signifigance, and in light of this data, formulate a corrective program which will remove, as far as possible, the disturbing influences.

The adjustment program should be both corrective and preventive in character. It should provide for appropriate remedial measures to correct existing cases of maladjustment and also take measures to prevent future maladjustment.

Chapter II

A SURVEY of the ADJUSTMENT of PUPILS of the WISCONSIN SCHOOL for the BLIND, in JANESVILLE, WISCONSIN

Object of the Survey:

The object of this study was to determine the nature and extent of pupil maladjustment among the blind and partially sighted pupils in the Wisconsin School for the Blind, at Janesville, Wisconsin.

The survey was conducted during the first part of January, 1935, with the co-operation of the superintendent, principal, and teachers.

Method of Conducting the Survey:

The survey of pupil maladjustment consisted of the analysis of the results obtained from two sources: Maller's Character Sketches, and Torgerson's Pupil Adjustment Inventory.

Description of Tests

Maller's Character Sketch

A Test for the Measurement of Personality Adjustments

Maller's character sketch[1] (Appendix) consists of 200 items presented in two booklets, Part I and Part II, each of which is composed of six sub-tests: Habit Pattern, Self-Control, Social Adjustment, Personal Adjustment, Mental Health, and Readiness to Confide. Instead of providing for only one score of adjustment, the test, therefore, yields six scores on different phases of personality adjustment. The questions are presented in the form of impersonal descriptions of other people, and the subject is asked to indicate whether he feels or acts the same or different. An attempt at reducing the element of "test consciousness" was the presentation of both positive and negative statements. In the character sketches there are as many positive as negative statements. The score is the number of items the subject has answered in a desirable direction, "same" for the positive descriptions, and "different" for the negative ones.

In the character sketches, each item appears in both Part I and Part II. The direction of the question, however, is consistently reversed. This arrangement of items makes it possible to obtain an index of consistency by comparing the individual's answer to the various items on the two parts of the test.

1 J. B. Maller, Manual of Direction, Character Sketches, A Test for the Measurement of Personality Adjustment, Bureau of Publications, Teachers College, Columbia University (New York City, 1932).

The chief purpose of this testing instrument is to ascertain a person's feelings and attitudes which bear upon emotional adjustment. Many items are advisedly so phrased as to be extreme in character. No provision is made for an answer indicating doubt and uncertainty. The subject is thus compelled to indicate whether he is inclined toward one direction or another.

Description of the Six Tests of the Character Sketches

1. Habit Pattern: This score is based on forty questions (1-20 and 101-120). These deal with an individual's estimate of his habits. The items in themselves constitute a self-rating scale on character. The score, however, is not to be taken as a measure of an individual's "goodness" of character, but of his estimate of self, the qualities he ascribes to his character.

2. Self-Control: This is based on forty questions (21-40 and 121-140), dealing with the integration of interests, the individual's ability to do what he wishes to do, and the absence of feelings of conflict.

3. Social Adjustment: This includes forty questions (41-60 and 141-160), dealing with matters of social contact and its enjoyment, and the absence of the tendencies toward withdrawal and isolation. The score is largely a measure of extraversion.

4. Personal Adjustment: This score is based on fifty questions (61-85 and 161-185) which deal with an individual's self-estimate on happiness and feeling of security and freedom from worry and anxiety.

5. Mental Health: This score is based on twenty questions (86-95 and 186-195), dealing with symptoms of psychosis and various neuratic tendencies. The score is the number of symptoms the subject does not ascribe to himself.

6. Readiness to Confide: This score is based on ten questions (96-100 and 196-200). These items deal with an individual's readiness to tell others about his problems and difficulties. As the value of a person's score depends greatly upon the frankness with which the answers are given, these items may be considered of particular value in interpreting high scores of adjustment. Such high scores, when accompanied by a low score on "Readiness to Confide", are sometimes indicative of a strong desire for social approval and an attempt to answer the questions in a favorable direction.

Description of Tests Used

Torgerson's Pupil Adjustment Inventory

The pupil adjustment inventory[2] is a device which enables the teacher to identify the pupils that are maladjusted and to determine the nature and extent of their maladjustment. The inventory blank defines normal behavior and three levels of maladjustment for each of ten behavior traits symptomatic of maladjustment, i.e., (1) social attitude, (2) emotional control, (3) nervousness, (4) day dreaming, (5) responsibility, (6) interest, (7) laziness, (8) happiness, (9) conduct, (10) success in school. Each specific item is divided into four degrees of adjustment. For example:

I Social Attitude

Friendly, makes friends easily	Has few friends	Unfriendly, no intimate friends	Shunned by others
1. ☐	2. ☐	3. ☐	4. ☐

II Emotional Control

Well poised	Easily irritated	Frequent emotional outbursts	Fearful; Depressed
1. ☐	2. ☐	3. ☐	4. ☐

Normal behavior or adjustment is set forth in column one, while slight maladjustment, considerable maladjustment, and very serious maladjustment is defined in columns two, three, and four respectively.

2 T. L. Torgerson, A Pupil Adjustment Inventory, General Directions.

A pupil is rated by placing a check in the square below the phrase that most accurately describes his behavior for each of the ten behavior traits or symptoms. The pupil will thus receive a check for each symptom. If, however, a pupil cannot be definitely classified in one of the four groups for a certain symptom, a check may be placed on the line between the two columns which most nearly describe his type of behavior followed by a word or phrase descriptive of his behavior. The raters should avoid letting any opinion they may have,as to whether or not to consider the pupil maladjusted, influence, in any way, the columns that are checked.

A pupil whose behavior is checked in column one in all of the ten symptoms is considered a normally adjusted individual. A pupil who receives one or more checks in column three or four is considered seriously maladjusted.

Description of the Subjects

The subjects under consideration were ninety-three pupils at the Wisconsin School for the Blind at Janesville, Wisconsin. The age range was from ten to twenty-five years and their grade placement ranged from the fifth grade through the last year of the senior high school.

Of these subjects thirty-one were considered as partially sighted, the criterion of this classification being the fact that these pupils were sufficiently sighted to answer the questions in longhand whereas the remaining sixty-two used the Braille system of writing and were classified as totally blind for the purpose of this experiment.

The distinction between blind and partially sighted cannot be made with any degree of exactness. Merry[3] defines a blind child as one whose vision, after correction, is insufficient to permit him to be educated by visual methods. A partially sighted child may be regarded as one whose vision, after correction, is sufficient to permit him to be educated satisfactorily in the ordinary grades, but who can profit by the methods and apparatus used in sight saving classes.

Method of Administration

Because we were dealing with blind and partially sighted individuals, the conventional procedure of administrating Maller's character sketch could not be followed. It was, therefore, decided to read the items and have the pupil answer each item on a piece of paper. For the sake of uniformity and to prevent emotional tension, the test questions were read by the various teachers. The questions were read once, and repeated once if necessary, allowing sufficient time for answering, but not for lengthy deliberation. The partially sighted individuals were asked to answer "S" and "D" according to Maller's direction; the pupils using the Braille answered "Sa" and "Di" to facilitate the scoring of the papers and to prevent errors due to mistakes in the use of the stylus.

The test was found to be of such length that it was considered advisable to administer Part I during the forenoon and Part II during the

3 R. V. Merry, Problems in the Education of Visually Handicapped Children (Cambridge, 1933), 203.

afternoon. It was thought that this procedure would eliminate, to some extent, the fatigue involved in a lengthy examination.

The pupils were assured that their own teachers would not grade their papers and that the score made would not influence their standing in any way. This seems to have been a rather important consideration since questions pertaining to this arrangement were raised in several instances. It was hoped that this assurance would result in a more honest response on the part of the subjects.

In administering Torgerson's inventory the usual teacher rating procedure was followed. The teachers were furnished with the necessary blanks and asked to rate the pupil according to their best knowledge and ability. With several exceptions, each pupil was rated by three different teachers. It must be remembered, however, that several of the teachers were blind and may have observed behavior and pupil adjustment problems differently from the sighted raters.

Analysis of Data

Nature and Extent of Maladjustment among the Blind and Partially Sighted According to Maller's Character Sketch

From an analysis of results of Maller's sketch we find that a total number of 43 or 46.2% (Table I) of the individuals fall in the lower 30% as taken from norms furnished in Maller's Manual. For the purpose of this experiment, all individuals falling in the lower 30% in one or more of the sub-tests were considered as maladjusted.

With respect to habit pattern the partially sighted were found to be better adjusted than the totally blind (see Table II), 8.1% being considered as maladjusted in this trait, as compared with 3.2% for the partially sighted. The partially sighted were further found to be better adjusted with respect to self-control, social adjustment, and, very slightly, in mental health. The blind were found to be considerably better adjusted with regard to personal adjustment and in readiness to confide. They seem to be better satisfied with themselves and also more willing to tell of their difficulties.

Table I

Extent of Pupil Maladjustment as Determined by Torgerson's and Maller's Tests

Test	Total		Blind		Partially Sighted	
	No. Maladj.	% Maladj.	No. Maladj.	% Maladj.	No. Maladj.	% Maladj.
Maller's Character Sketch	43	46.2	30	48.5	13	42.0
Torgerson's Inventory Sheet	58	62.4	41	66.0	17	55.0

Table II

Nature and Extent of Pupil Maladjustment (Maller)

Trait Sub-Test	Total Percent Maladjusted	Blind Percent Maladjusted	Partially Sighted Percent Maladjusted	Differences	
				In favor of Partially Sighted	In favor of Blind
1. Habit Pattern	6.5	8.1	3.2	4.9	
2. Self Control	9.7	11.3	6.4	4.9	
3. Social Adjustment	30.1	32.2	25.8	6.4	
4. Personal Adjustment	11.8	9.7	16.2		6.5
5. Mental Health	30.1	30.6	29.0	1.6	
6. Readiness to Confide	3.2	1.6	6.4		4.8

Nature and Extent of Maladjustment among the Blind and Partially Sighted According to Torgerson's Inventory

From an analysis of the results of Torgerson's inventory blanks, a total number of 58 or 62.4% (Table I) were found to be maladjusted. All individuals checked in column three or four on one or more trait by any one of the teachers were considered maladjusted for the sake of this experiment.

With respect to social adjustment the partially sighted were found to be better adjusted than the totally blind, (See Table III), 8.1% of the blind being considered as maladjusted with respect to this trait as compared to 3.2% for the partially sighted. The partially sighted were further found to be more favorably adjusted with respect to nervousness, interest, and school success. Little or no advantage, either way, was noted with respect to day dreaming, or for laziness, while in the traits of responsibility, happiness, and conduct, the blind rated considerably more favorably than the partially sighted individuals.

It should be noted (See Tables II and III), that in such traits as personal adjustment, readiness to confide, readiness to assume responsibilities, happiness, and conduct, the partially sighted were less favorably adjusted than the totally blind. The partially sighted, therefore, seem to be much less satisfied with themselves and more ready to assume antagonistic attitudes, as shown by their reluctance to assume responsibilities, and by their reluctance to confide in their teachers, as well as by their high percentage of maladjustment with respect to conduct.

Table III

Nature and Extent of Pupil Maladjustment (Torgerson)

Symptom	Total	Blind	Partially Sighted	Differences	
	Percent Maladjusted	Percent Maladjusted	Percent Maladjusted	In favor of Partially Sighted	In favor of Blind
1. Social	6.4	8.1	3.2	4.9	
2. Emotional	29.1	29.0	29.0	.0	.0
3. Nervousness	25.8	32.2	12.9	19.3	
4. Day Dreaming	19.3	19.3	19.3	.0	.0
5. Responsibility	21.5	16.2	32.2		16.0
6. Interest	7.5	9.7	3.2	6.5	
7. Laziness	25.8	25.8	25.8	.0	.0
8. Happiness	31.2	24.2	45.1		20.9
9. Conduct	9.7	6.5	16.2		9.7
10. School Success	14.0	16.2	9.7	6.5	

On the other hand, in such traits as habit pattern, self control, social adjustment, interest, and school success, all of which involve a more overt expression and direct contact with other individuals, the partially sighted rated considerably more favorably than the totally blind. With respect to nervousness, as measured on Torgerson's inventory, the blind made a rather unfavorable score, 32.2% being rated maladjusted on this trait, as compared with 12.5% of the partially sighted.

Extent and Seriousness of Maladjustment

An attempt was made (See Table IV), to compare the extent and seriousness of maladjustment, as found on Torgerson's inventory, of the blind and partially sighted. Here we find that a higher percentage of the blind are considered adjusted as compared with the partially sighted, the percentages being 14.5% of the blind, and 9.7% of the partially sighted. We find that 21.0% of the blind and 32.2% of the partially sighted are considered slightly maladjusted. In the seriously maladjusted group we have 35.5% of the blind, and 51.5% of the partially sighted, and in group four, we find 29.0% of the blind and 6.5% of the partially sighted as very seriously maladjusted.

We see, (Table V) that, although a smaller percentage of the partially sighted are considered adjusted, 9.7% as compared with 14.5% of the blind, a much smaller porportion, 6.4% to 29.1%, are very seriously maladjusted.

Table IV

Extent and Seriousness of Pupil Maladjustment (Torgerson)

Col.	Degree of Adjustment	Total No. of Individuals		Blind Individuals		Partially Sighted Individuals	
		No. of Cases	Percent of Cases	No. of Cases	Percent of Cases	No. of Cases	Percent of Cases
1.	Adjusted	12	12.9	9	14.5	3	9.7
2.	Slightly Maladjusted	23	24.8	13	21.0	10	32.2
3.	Seriously Maladjusted	38	40.8	22	35.5	16	51.5
4.	Very Seriously Maladjusted	20	21.5	18	29.0	2	6.5

Table V

Extent and Seriousness of Pupil Maladjustment (Torgerson)

Degree of Adjustment	Total No. of Individuals Percent of Cases	Blind Individuals Percent of Cases	Partially Sighted Individuals Percent of Cases
Adjusted (Column 1)	12.9	14.5	9.7
Considered at least Slightly Maladjusted (Columns 2,3,4)	87.1	85.5	90.2
Considered at least Seriously Maladjusted (Columns 3,4)	62.3	64.5	58.0
Very Seriously Maladjusted (Column 4)	21.5	29.0	6.5

Comparison of Maller's Character Sketches with Torgerson's Inventory

An attempt was made to compare Torgerson's inventory and Maller's character sketch, but since these two attempt to measure different approaches to the various traits, little correlation seemed to exist. Maller's sketch attempts to measure adjustment with respect to character traits whereas Torgerson's inventory tends to measure symptoms of maladjustment, thus making the two mutually incomparable. Further, Torgerson's inventory is an index of the teacher's opinion of the pupil, whereas Maller's character sketch shows the pupil's own estimate of himself. It must also be remembered that a number of the teacher-raters were blind and, consequently, differed from the sighted teachers in their rating of the pupils.

Percent of Agreement and Disagreement with Respect to Extent of Maladjustment

However, it seemed possible to show the extent of agreement of maladjustment and adjusted cases as brought out by these two measuring devices (See Table VI). Taking individual cases we find that 23.7% were considered adjusted and 32.3% were considered maladjusted by both, giving an agreement of 56.0%. On the other hand, 14.0% were considered maladjusted by Maller's, but considered adjusted by Torgerson's inventory, and, conversely, 30.0% were considered maladjusted according to Torgerson's, but considered adjusted on Maller's test, giving a disagreement of 44.0%.

Table VI

Comparison of Maller's and Torgerson's Tests with Respect to Extent of Maladjustment, Showing Percent of Agreement and Disagreement

		Maller's Test	
		Percent Adjusted	Percent Maladjusted
Torgerson's Inventory	Percent Adjusted	23.7	14.0
	Percent Maladjusted	30.0	32.3

Comparison with Respect to Seriousness of Maladjustment

Another attempt was made (Table VII) to show the relationship between Torgerson's inventory and Maller's character Sketch with respect to seriousness of maladjustment. Very little agreement seems to exist between the degree of seriousness of maladjustment on Torgerson's inventory symptoms and the percentile ranking as found on Maller's sketches.

Comparison with Respect to Number of Symptoms and Sub-Tests:

This same lack of agreement seems to hold true (Table VIII) when an attempt was made to compare the number of symptoms or sub-tests in which an individual was considered maladjusted.

Table VII

Comparison of Test Scores on Torgerson's and Maller's Tests

Degree of Adjustment (Torgerson's)	Percentile Rank Based on Total Score on Maller's Test (Number of Pupils)										
	1st Decile	2nd Decile	3rd Decile	4th Decile	5th Decile	6th Decile	7th Decile	8th Decile	9th Decile	10th Decile	
1. No. of Pupils Adjusted		11	11	1	11	1	11	1	1		
2. No. of Pupils Slightly Maladjusted	1	11	11111 11111 1	111	11	11	1		1		
3. No. of Pupils Seriously Maladjusted		11111 1	111	11111 11	1111		1111	11111 11	11111 11		
4. No of Pupils very Seriously Maladjusted			11111 11	11	1111		111	1	11	1	

Table VIII

Comparison of Test Scores on Torgerson's

and Maller's Tests

Pupil	Maller's Test Items						Torgerson's Symptoms										M.	T.
	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	Items of Maladj.	Items of Maladj.
1				✓	✓			✓	✓								2	2
2			✓						✓								1	1
3																	0	0
4								✓			✓						0	2
5					✓			✓									1	1
6			✓														1	0
7			✓										✓				1	1
8									✓				✓				0	2
9	✓	✓	✓	✓	✓			✓									4	1
10	✓	✓			✓												3	0
11		✓			✓				✓								2	1
12																	0	0
13			✓							✓			✓			✓	1	3
14																	0	0
15													✓			✓	0	2
16			✓														1	0
17			✓		✓			✓					✓	✓			2	3
18																	0	0
19									✓	✓	✓	✓					0	4
20								✓	✓			✓					0	3
21			✓											✓		✓	1	2
22									✓	✓	✓	✓	✓			✓	0	6
23																	0	0
24			✓		✓												2	0
25					✓												1	0
26								✓		✓	✓		✓	✓	✓	✓	0	7
27																	0	0
28																	0	0
29	✓	✓	✓	✓	✓			✓		✓	✓		✓	✓			5	5
30		✓	✓	✓	✓		✓	✓	✓	✓			✓	✓			4	6
31			✓						✓							✓	1	2
32																	0	0
33				✓	✓			✓	✓							✓	2	3
34										✓	✓	✓	✓			✓	0	5
35																	0	0
36																	0	0
37	✓	✓			✓				✓	✓			✓				3	3
38			✓							✓	✓	✓	✓				1	4
39								✓			✓			✓			0	3
40					✓												1	0
41											✓		✓	✓			0	3
42								✓						✓			0	2
43			✓														1	0
44								✓	✓					✓			0	3
45																	0	0
46																	0	0
47													✓		✓		3	2

Table VIII (Cont.)

Pupil	Maller's Test Items						Torgerson's Symptoms										M.	T.
	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	Items of Maladj.	Items of Maladj.
48			✓		✓				✓	✓	✓			✓			2	4
49																	0	0
50						✓											1	0
51																	0	0
52		✓	✓	✓	✓			✓		✓							4	2
53					✓												1	0
54																	0	0
55																	0	0
56									✓	✓	✓		✓	✓			0	5
57																	0	0
58								✓		✓	✓		✓	✓			0	5
59	✓		✓	✓							✓						3	1
60													✓	✓			0	2
61														✓		✓	0	2
62			✓														1	0
63			✓	✓	✓												3	0
64						✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	1	9
65		✓	✓	✓	✓		✓							✓	✓	✓	4	4
66											✓			✓	✓		0	3
67						✓								✓	✓		1	2
68								✓	✓		✓		✓				0	4
69								✓		✓	✓		✓	✓			0	5
70			✓		✓		✓				✓						2	2
71								✓	✓					✓			0	3
72					✓		✓	✓	✓					✓			1	4
73			✓					✓						✓			1	2
74					✓				✓				✓				1	2
75																	0	0
76								✓	✓					✓			0	3
77													✓				0	1
78					✓												1	0
79								✓									0	1
80	✓	✓		✓	✓				✓						✓		4	2
81			✓		✓					✓							2	1
82							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	10
83													✓	✓			0	2
84																	0	0
85	✓	✓		✓	✓			✓	✓							✓	4	3
86									✓								0	1
87																	0	0
88								✓	✓								0	2
89							✓	✓						✓	✓		0	4
90																	0	0
91			✓														1	0
92																	0	0
93	✓		✓		✓					✓	✓		✓				3	3

Table IX

Comparing Scores of the Various Sub-Tests (Maller) with Standard Forms

		V & VI Grades		VII&VIII Grades		High School		Grade: V---H.S	
		Score	P.E.	Score	P. E.	Score	P. E.	Mean Score	Mean P. E.
Habit Pattern	Norm	23.0	7.2	26.6	8.2	28.0	8.7	28.3	8.0
	Score	25.44	3.6	31.14	3.96	29.14	2.94	28.9	3.5
Self-Control	Norm	18.1	5.8	24.6	7.9	26.9	8.6	23.2	8.3
	Score	26.5	3.56	30.23	3.14	28.53	3.87	28.4	3.52
Social Adjustment	Norm	19.6	6.9	23.9	7.8	26.1	8.6	23.2	7.76
	Score	21.96	3.74	24.41	4.23	22.56	4.30	22.96	4.09
Personal Adjustment	Norm	25.2	6.6	31.5	8.5	32.2	8.8	29.63	7.96
	Score	30.84	5.79	33.5	5.22	31.87	4.60	32.07	5.20
Mental Health	Norm	10.7	4.5	11.9	4.6	12.1	4.7	11.8	4.6
	Score	9.80	3.10	11.82	3.02	10.94	3.04	10.35	3.05
Readiness to Confide	Norm	2.8	1.6	4.4	2.1	5.2	2.5	3.13	2.06
	Score	5.6	1.32	6.32	.88	6.47	1.28	6.19	1.16

In an attempt to compare the score made on Maller's sub-tests with norms obtained from a normal population (Table IX) we find fairly close agreement. Both elementary school groups rated above the norms in all traits except mental health, in which they were slightly lower. The high school group rated lower in social adjustment, personal adjustment, and also in mental health. Taking the mean of all grades, the Janesville blind pupils rated above the norms in self-control, personal adjustment, and readiness to confide, while they were slightly lower than the norms in social adjustment and mental health.

It must be remembered that the Janesville grade grouping was not comparable with Maller's grade norms since the age range within a single grade was exceptionally high. This error is, however, eliminated in considering the mean of the scores.

Table X

Extent of Adjustment and Maladjustment Compared

With Normal Population. (Torgerson)

Elementary School

		Total Number of Cases	Adjusted (Column 1)	Maladjusted (Columns 3 & 4)
Normal Population	No.	2778	692	814
	%		25%	29%
Janesville Blind Pupils	No.	46	8	30
	%		17.4%	65.2%

High School

		Total Number of Cases	Adjusted (Column 1)	Maladjusted (Columns 3& 4)
Normal Population	No.	734	136	260
	%		19.0%	19%
Janesville Blind Pupils	No.	47	4	28
	%		8.5%	59.5%

In comparing the extent of maladjustment of the Janesville pupils as rated by the teachers using Torgerson's inventory, with the same data obtained from a normal population (Table X), we find a greater amount of maladjustment among the blind and partially sighted. For the elementary school we find 17.4% of the pupils adjusted as compared with 25% for the normal population, or 7.6% less. Further, we find 65.2% of the pupils maladjusted as compared with only 30% of the normal population, or 35.2% more. At the high school level we find 8.5% adjusted as compared with 19.0% of the normal population, or 10% less, and 59.5% maladjusted as compared with

28% for the normal population, or 31.5% more. The percentage of adjustment is less than that in a normal population by 7.6% and 10.0%, and the percentage of maladjustment, greater by 35.2% and 31.5% for the elementary and high school levels respectively.

Chapter III

Summary and Conclusion

During the winter of 1935, a survey was conducted in the Wisconsin School for the Blind at Janesville to determine the nature and extent of pupil maladjustment among the blind and partially sighted. The survey was conducted by means of two criteria, Torgerson's Pupil Adjustment Inventory, and Maller's Character Sketches.

The results of these two criteria were tabulated to show agreement and disagreement as to the nature and extent of pupil maladjustment.

1. According to Maller's sketches 46.2% of the total number, 48.5% of the blind, and 42.0% of the partially sighted were considered maladjusted.

2. Torgerson's inventory listed 62.4% of the total number, 66.0% of the blind and 55.0% of the partially sighted as maladjusted, the figures being slightly higher than those obtained from Maller's sketches.

3. An analysis of Maller's sub-tests show the partially sighted as being better adjusted with respect to habit patterns, self-control, social adjustment, and mental health, whereas the blind rated more favorably with respect to personal adjustment and readiness to confide.

4. An analysis of symptoms as found on Torgerson's inventory shows the partially sighted better adjusted with respect to social control, nervousness, interest, and success in school, whereas the blind rated more favorably with respect to readiness to assume responsibility, happiness, and conduct. No significant difference was found between the blind and partially sighted with respect to day dreaming and to laziness.

5. With respect to seriousness of maladjustment, Torgerson's inventory rated 12.9% of the total number as adjusted, 24.8% as slightly maladjusted, and 40.8% and 21.5% as seriously, and very seriously maladjusted respectively.

6. Torgerson's inventory further shows that 14.5% of the blind are rated as adjusted, 21.0% as slightly maladjusted, 35.5% and 27.0% as seriously and very seriously maladjusted respectively.

7. We also find, according to Torgerson's inventory that 9.7% of the partially sighted are rated as adjusted, 32.2% as slightly maladjusted and 51.5% and 6.5% as seriously and very seriously maladjusted respectively.

8. According to Torgerson's inventory we further find that 12.6% of the total number are rated as adjusted, 87.1%, at least slightly maladjusted, 62.3%, at least seriously maladjusted, and 21.5%, as very seriously maladjusted.

9. Torgerson's inventory shows that 14.5% of the blind are rated adjusted, 85.5% at at least slightly maladjusted, 64.5% as at least seriously maladjusted, and 29.0% as very seriously maladjusted.

10. Further, Torgerson's inventory shows 9.7% as adjusted, 90.2% as at least slightly maladjusted, 58.0% as at least seriously maladjusted, and 6.5% as very seriously maladjusted.

11. In comparing the two measuring devices we find that 23.7% of the pupils were considered adjusted and 32.3% were considered maladjusted on both tests, giving an agreement of 56.0%. On the other hand, 14.0% were considered maladjusted on Maller's, but considered adjusted on Torgerson's inventory, and conversely, 30.0% were considered maladjusted according to Torgerson's inventory, but considered adjusted on Maller's sketches, giving a disagreement of 44.0%.

12. Very little agreement was found to exist between the degree of seriousness of maladjustment on Torgerson's inventory symptoms and the percentile ranking as found on Maller's Sketches.

This disagreement may be due, in part, to the fact that Maller's character sketch shows the pupil's own estimate of himself whereas Torgerson's inventory is an index of the teacher's opinion of the pupil. Further, it must be remembered that a number of the teacher-raters were blind and, consequently, differed from the sighted teachers in their rating of the pupils.

13. In comparing the score on Maller's test with furnished norms for the same test we find fairly close agreement. The pupils were found to rate slightly above the norms in self control, personal adjustment, and readiness to confide, while they were slightly lower than the norms in social adjustment and mental health.

14. In comparing the data obtained on Torgerson's Inventory with data obtained from a normal population we find that the percentage of adjustment is less than that in a normal population by 7.6% and 10.0% and the percentage of maladjustment greater by 35.2% and 31.5% for the elementary and high school respectively.

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A P P E N D I X

THE UNIVERSITY OF WISCONSIN

Department of Education

Pupil Adjustment Inventory

T. L. Torgerson

General Directions

The Pupil Adjustment Inventory is a device which enables the teacher to identify the pupils that are maladjusted and to determine the nature and extent of their maladjustment. This Inventory blank defines normal behavior and three levels of maladjustment for each of ten behavior traits symptomatic of maladjustment. Normal behavior or adjustment is set forth in column one, while slight maladjustment, serious maladjustment, and very serious maladjustment are defined in columns two, three, and four, respectively.

A teacher should not attempt to use the Inventory until she is thoroughly familiar with the behavior traits of her pupils. A pupil is rated by placing a check in the square below the phrase that most accurately describes his behavior for each of the ten behavior traits or symptoms. The pupil will thus receive one check for each symptom. If, however, a pupil cannot be definitely classified in one of the four groups for a certain symptom a check may be placed on the line between the two columns whichmost nearly describe his type of behavior followed by a word or phrase descriptive of his behavior. The rater should avoid letting any opinion he may

have as to whether or not he considers the pupil maladjusted, influence in any way the columns that are checked. It is generally desirable to have several teachers rate the same pupil.

A pupil whose behavior is checked in column one in all of the ten symptoms is considered a normally adjusted pupil. A pupil that receives one or more checks in columns three or four is rather seriously maladjusted. This pupil should be studied carefully in order that the causes of the maladjustment may be determined. The causes of the pupil's maladjustment may be determined by the use of the Case Study Record.

PUPIL ADJUSTMENT INVENTORY
T. L. TORGERSON

PUPIL _____ GRADE _____

SCHOOL _____ OBSERVER _____ DATE _____

I. Social Attitude

Friendly; makes friends easily	Has few friends	Unfriendly; no intimate friends	Shunned by others
1.☐	2.☐	3.☐	4.☐

II. Emotional Control

Well poised	Easily irritated	Frequent emotional outbursts	Fearful; depressed
1.☐	2.☐	3.☐	4.☐

III. Nervousness

Calm and self-controlled	Uneasy, bites fingernails, etc.	Stammers; nervous tics; hyperactive	Afflicted with nervous diseuse
1.☐	2.☐	3.☐	4.☐

IV. Day Dreaming

Responsive and alert in school	Generally alert	Seldom alert to school tasks	Withdraws to a world of phantasy
1.☐	2.☐	3.☐	4.☐

V. Responsibility

Responsible	Frequently irresponsible	Assumes responsi-bility unwillingly	Irresponsible
1.☐	2.☐	3.☐	4.☐

VI. Interest

Spontaneous interest in work	Procrastinates	Interested only in school activities	Slight interest in any subject or school activit
1.☐	2.☐	3.☐	4.☐

VII. Laziness

Industrious	Occasionally re-quires motivating	Consistently needs motivating	Difficult to motivate. Listless
1.☐	2.☐	3.☐	4.☐

VIII. Happiness

Happy	Frequently unhappy	Moody	Morose
1.☐	2.☐	3.☐	4.☐

IX. Conduct

Well-behaved	Frequently annoys other pupils	Impudent, quarrel-some, domineering	Cruel. Bullies other pupils
1.☐	2.☐	3.☐	4.☐

X. Success in School

Passing in all subjects	Failing in one subject	Failing in two subjects	Failing in most subjects
1.☐	2.☐	3.☐	4.☐

CHARACTER SKETCHES

FORM A PART I

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CHARACTER SKETCHES

PART I

Directions

This booklet is called **Character Sketches** because it contains short descriptions of the characters of some people. Each sentence in this booklet tells about the habit of some person, how that person acts or feels. Now, what you are to do is to read each sentence carefully, and then think whether you are that way yourself, or whether you are different. If you are the same you write the letter **S** in front of the statement. **S** is for **same.** If you are different you write the letter **D** in front of the statement. **D** is for **different.** Look at the following three examples:

1. *This person likes to be well and healthy.*

Mark this first example **S,** because you probably feel the same way.

2. *This person is altogether blind.*

Mark this second example **D,** because you are different, you are not blind.

..... 3. *He is the youngest child in the family.*

Mark the third example **S,** if you are the same, the youngest child in your family; mark it **D** if you are different, not the youngest child in your family.

You will have just enough time to finish all parts of this booklet but work fast and don't stop to think long about each sentence. In this booklet the word **he** means **he** or **she.**

Remember that the idea of this test is to see **how well you know yourself.** Each sentence tells how a certain person of your age feels or acts. Read each sentence and mark it **S** if you feel or act the same way. Mark it **D** if you feel or act differently. Where you are not certain answer the best you can, but be sure to mark each one of the statements.

When the examiner says "go," turn to next page and begin.

..... 1. This person is always wide awake; does not mislay or misplace things.

..... 2. This person is never on time; always late.

..... 3. Insists on having his way and likes to command and rule everybody.

..... 4. Very slow in making up his mind.

..... 5. Makes his fingers sore by biting his nails.

..... 6. Looks people straight in the eye when talking to them.

..... 7. Never cranky or fussy about food; eats anything.

..... 8. Exaggerates and fusses about ordinary things and happenings.

..... 9. Always puts off work as long as possible.

..... 10. Cross, hard to get along with, loses temper easily.

..... 11. Speaks in well-thought-out language, and thinks clearly.

..... 12. Finds work whether assigned or not.

..... 13. Tells the truth even when it hurts.

..... 14. A slouch; never puts things away.

..... 15. Quarrels over games; thinks only of self.

..... 16. Courteous; thoughtful of the welfare of others.

..... 17. Always honest; can be trusted anywhere.

..... 18. Eats only good food; never too much rich food or sweets.

..... 19. Thrifty; spends money only for what is useful and helpful.

..... 20. Cruel to playmates and pets.

Turn to Next Page

21. Never does things against his own will. If he makes up his mind not to do a thing, he won't do it.

22. Wishes to do the right thing, but sometimes can't get himself to do it.

23. Has no will power.

24. Very impatient; can't wait for his turn.

25. Can't stick to a decision; often goes back on it.

26. Has perfect self-control.

27. Does not get tired quickly of work in which he is interested.

28. Can't keep a secret; must tell it to someone.

29. Easily swayed by what other people say, particularly if told in a strong and commanding manner.

30. Depends upon other people in deciding on important things.

31. Never giggles or laughs without being able to stop.

32. Is not easily discouraged; very persistent.

33. In a contest, this person keeps cool and does not "go to pieces."

34. Has no self-confidence.

35. Changes hobbies and interests quickly.

36. Has a lot of courage and spunk.

37. Does not become upset easily.

38. Does not do or say things on the spur of the moment which he later regrets.

39. Is never talked into buying things he does not need.

40. Becomes excited and wrought up before taking an examination and is unable to prepare for it because of excitement.

Turn to Next Page

41. Is liked by classmates and teachers and gets along well at school.

42. Feels shy and awkward when walking through a room and being observed by many people.

43. Is never the leader in arranging parties.

44. Finds books always more interesting than people.

45. Feels self-conscious in the presence of teachers or elders.

46. Does not have the habit of daydreaming.

47. Makes friends easily and holds his friends for many years.

48. Finds it very difficult to talk to strangers; can't find anything to say.

49. Does not take part in group discussions but thinks afterwards of something clever which he should have said.

50. Hates to go to parties.

51. Prefers to work with other people rather than work alone.

52. Is very active at a party; does not care about what other people do.

53. Is not annoyed by people who speak very fast.

54. Avoids being introduced to important guests at a party or a reception.

55. Dislikes people who speak very slowly.

56. Never feels lonely when in the company of people.

57. Is considered a friendly and a cheerful person.

58. Is very popular at a party; the life of the party.

59. Is considered by his friends a happy and jolly fellow.

60. Becomes flustered when called upon to say something in the class or at a group meeting.

Turn to Next Page

61. Gets a square deal at home and is liked by parents.

62. Very unhappy and grouchy.

63. Has habits of which he feels ashamed.

64. Wishes he were older.

65. Thinks he was much happier when he was a baby.

66. Always in a happy-go-lucky mood; does not take things seriously.

67. Doesn't feel ashamed of any sickness or illness.

68. Feels annoyed when someone looks at him while he writes or does some other work.

69. Considers himself an unlucky person.

70. Considered by friends as a nervous person.

71. Never wishes he were somebody else.

72. Usually satisfied with the results of the first attempt at doing something; does not have to do a thing over and over.

73. Never imagines himself to be a great person.

74. Worries often about unimportant things that happened.

75. Always thinks that he is not as good as his friends.

76. Is glad to be alive.

77. Never worries about things that are not important.

78. Does not become upset when scolded for an error.

79. Considers himself a person of strong nerves, not nervous.

80. Is excited and can't sleep well, particularly when something important is to happen on the following day.

Turn to Next Page

81. Never feels self-conscious because of personal appearance.

82. Feels much more at ease with father than with mother.

83. Worships the heroes he reads about in books.

84. Imagines himself to be the hero of moving pictures which he sees.

85. Feels much more at ease in the company of girls than in the presence of boys.

86. Never sees black spots "swimming" before his eyes.

87. Does not have strong feelings of happiness or sadness without knowing why.

88. Often lets mind wander; forgets what he was doing or saying.

89. Sometimes has a feeling that things aren't real.

90. Finds it difficult to forget unpleasant memories and can't help thinking about them.

91. Never has a feeling of being watched with suspicion by other people.

92. Does not feel dizzy when looking down from a high place.

93. Never has dizzy spells.

94. Feels deeply hurt and very much depressed when receiving a low mark at school or when losing a game.

95. Sometimes can't fall asleep and keeps on thinking about something that has happened.

96. When in trouble the person does not like to suffer in silence. He feels much better after talking it over with somebody.

97. When this person suffers he does not try to hide it, but tells his troubles to those interested in his welfare.

98. He likes to have people tell him frankly what they think about him even if it hurts, as long as what they tell is true.

99. Feels very much annoyed when people have sympathy with him, and when they tell him pleasant things just to cheer him up.

100. Feels very much annoyed when people ask him questions about personal feelings, even though he knows that they mean well.

Turn to Next Page

Name ..... Sex .....

Grade or Occupation ..... Age ..... Years ..... Months

Father's Occupation ..... Nationality .....

Do Not Write Below the Line.

SCORE ANALYSIS

Score	Habit Pattern	Self-Control	Social Adjustment	Personal Adjustment	Mental Health	Readiness to Confide	Total Score
Point Score							
Percentile							
First Decile (Highest)							
Second Decile							
Third Decile							
Fourth Decile							
Fifth Decile (Average)							
Sixth Decile (Average)							
Seventh Decile							
Eighth Decile							
Ninth Decile							
Tenth Decile (Lowest)							

PERSONALITY ADJUSTMENT PROFILE

CHARACTER SKETCHES

FORM A PART II

By

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NEW YORK CITY

Directions

This booklet is called **Character Sketches** because it contains short descriptions of the characters of some people. Each sentence in this booklet tells about the habit of some person, how that person acts or feels. Now, what you are to do is to read each sentence carefully, and then think whether you are that way yourself, or whether you are different. If you are the same, you write the letter **S** in front of the statement. **S** is for **same.** If you are different, you write the letter **D** in front of the statement. **D** is for **different.** Look at the following three examples:

..... 1. *This person likes to be well and healthy.*

Mark this first example **S,** because you probably feel the same way.

..... 2. *This person is altogether blind.*

Mark this second example **D,** because you are different, you are not blind.

..... 3. *He is the youngest child in the family.*

Mark the third example **S,** if you are the same, the youngest child in your family; mark it **D** if you are different, not the youngest child in your family.

You will have just enough time to finish all parts of this booklet but work fast and don't stop to think long about each sentence. In this booklet the word **he** means **he** or **she.**

Remember that the idea of this test is to see **how well you know yourself.** Each sentence tell how a certain person of your age feels or acts. Read each sentence and mark it **S** if you feel or act the same way. Mark it **D** if you feel or act differently. Where you are not certain answer the best you can, but be sure to mark each one of the statements.

When the examiner says "go" turn the page and begin.

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101. This person is absent-minded; always forgets and misplaces things.

102. This person is always on time; never late.

103. Never insists on having his way. Does not like to rule other people.

104. Makes up his mind quickly.

105. Never makes his fingers sore by biting his nails.

106. Can't look people straight in the eye when talking to them.

107. Very fussy and cranky about food; refuses to eat certain dishes.

108. Does not exaggerate or fuss about ordinary things or events.

109. Always prompt to begin work. Does not delay it.

110. Cheerful and keeps temper even when things go wrong.

111. Speaks in a hazy, confused way, and does not think clearly.

112. This person is lazy; gets out of work when possible.

113. Tells lies; can't be depended on at all.

114. Orderly; always keeps things in proper place.

115. Tries to help others enjoy play as well as to enjoy himself.

116. Discourteous, noisy, impolite.

117. Steals; can't be trusted out of sight.

118. Careless; eats too much and too often.

119. Wastes money; never tries to save.

120. Would rather suffer pain than cause pain to others or to pets.

Turn to Next Page

121. Sometimes does things against his will; can't help it.

122. Always able to make himself do the right thing.

123. Has a strong will.

124. Patient; waits for his turn.

125. Sticks to a decision and doesn't go back on it.

126. Lacks self-control.

127. Gets tired of a piece of work quickly even when very much interested in the work.

128. Never lets a secret out; is able to keep it to himself.

129. Is not easily swayed by what people say even if told in a strong and commanding manner.

130. Does not depend upon other people in deciding on important things.

131. Often giggles and laughs without being able to stop.

132. Is easily discouraged; not persistent.

133. "Goes to pieces" in a contest with others. Keeps thinking about the contest instead of the work to be done.

134. Has a lot of self-confidence.

135. Sticks to hobbies and interests and does not change them quickly.

136. Lacks courage and has no spunk.

137. Becomes upset easily.

138. Does and says things on the spur of the moment and regrets afterwards.

139. Is easily talked into buying unnecessary things.

140. Does not become excited or wrought up before an examination and prepares for it calmly.

Turn to Next Page

141. Disliked by classmates and teachers; doesn't get along well at school.

142. Never feels shy or awkward when walking through a room observed by many people.

143. Is often the leader in arranging parties.

144. Finds people always more interesting than books.

145. Feels at ease in the presence of teachers and elders.

146. Has a habit of daydreaming.

147. Finds it difficult to make friends; can't "hold" a friend for long.

148. Finds it easy to talk to strangers; always finds something to say.

149. Takes part in group discussions and is not bothered afterwards by thinking of the things he should have said.

150. Likes to go to parties.

151. Prefers to work alone rather than with others.

152. Instead of being active at a party, this person prefers to be watching what other people do and criticizing them.

153. Dislikes people who speak very fast.

154. Likes to be introduced to the important people at a party or reception.

155. Is not annoyed by people who speak very slowly.

156. Feels lonely even when in the company of people.

157. Is considered an unfriendly and gloomy person.

158. Is not popular at a party or at a social gathering.

159. Is considered by his friends an unhappy and miserable person.

160. Talks freely in the classroom or at a group meeting and usually leads the discussion.

Turn to Next Page

161. Does not get a square deal at home and is not liked by parents.

162. Always happy and good-natured.

163. Has no habits of which he feels ashamed.

164. Does not wish he were older; is satisfied with age.

165. Does not think he was happier when he was a baby and is glad that he grew up.

166. Takes things very seriously; never in a happy-go-lucky mood.

167. Feels ashamed because of some sickness or illness.

168. Doesn't feel annoyed when someone looks at him while he writes or does some other work.

169. Considers himself a lucky person.

170. Considered by friends as a person of strong nerves.

171. Often wishes he were somebody else.

172. Has to do a thing over and over until satisfied, and always feels that the work is not good enough.

173. Sometimes imagines himself to be a very great person.

174. Does not worry about things that happened.

175. Always thinks, "I am as good as any of my friends."

176. Often wishes he were dead.

177. Full of anxiety even about things that are of little importance.

178. Becomes upset when scolded for an error.

179. Considers himself a nervous person.

180. Is calm and sleeps well even when something very important is to happen the following day.

Turn to Next Page

..... 181. Feels self-conscious because of personal appearance.

..... 182. Feels just as much at ease with father as with mother.

..... 183. Does not worship heroes he reads about in books.

..... 184. Does not imagine himself to be the hero of moving pictures which he sees.

..... 185. Feels just as much at ease in the company of boys as in the company of girls.

..... 186. Often sees black spots before his eyes, and everything looks cloudy and misty.

..... 187. Feels sometimes extremely happy and sometimes very sad without knowing why.

..... 188. Does not let his mind wander while talking or working.

..... 189. Never has a feeling that things aren't real.

..... 190. Forgets unpleasant memories quickly.

..... 191. Has a feeling of being watched with suspicion by other people.

..... 192. Feels dizzy when looking down from the top of a high building or mountain.

..... 193. Sometimes has dizzy spells.

..... 194. Does not feel hurt and very much depressed when receiving a low mark at school or when losing a game.

..... 195. Falls asleep easily and is not troubled by thoughts about something that has happened.

..... 196. When in trouble this person suffers in silence. He does not feel better after talking to other people about it.

..... 197. No matter how much this person suffers he is too proud to tell anybody about it, and he will try to appear even happier than usual.

..... 198. He dislikes people who tell him frankly what they think about him, even when the things they tell are true.

..... 199. This person feels pleased when people have sympathy with him, and tell him pleasant things to cheer him up.

..... 200. Does not feel annoyed when people ask him questions about personal feelings, as long as they mean well.

Turn to Next Page

BACKGROUND

Name ..... Age ..... Height ..... Weight .....
Grade ..... Father's Occupation ..... Nationality .....
How many brothers do you have? ..... How many sisters? ..... How many rooms are there in your home? ..... Do you have a radio in your home? ..... A piano? ..... A library? ..... A telephone? ..... Are you a member of a club? .....
Name of club or clubs? ..... What is your favorite sport? .....
Your favorite form of recreation? ..... How often do you go to movies? ..... What kind of movies do you like best? ..... Give an Example ..... Do you suffer frequently from headaches? .....
Colds? ..... Indigestion? ..... Other illness? ..... What profession or vocation do you intend to follow?..... What is your racial descent?.....

Which of the following types of plays do you like most? (Underline only one): 1. comedy— 2. tragedy— 3. melodrama— 4. drama— 5. musical comedy— 6. farces.

Which of the following ten types of books do you like most? (Underline only one): 1. mystery— 2. science— 3. biography— 4. travel— 5. fiction— 6. economics— 7. fairy tales— 8. history— 9. adventure— 10. invention— 11. Others.....

Which of the following parts of a newspaper do you like most? (Underline only one): 1. editorials— 2. sport events— 3. economics— 4. politics— 5. divorces— 6. crimes— 7. funny page— 8. science— 9. puzzles— 10. feature articles— 11. society.

Was the discipline in your home— 1. extremely severe— 2. rather strict— 3. mild— 4. extremely mild. (Underline only one.)

If you would be granted *one* wish, which of the following would you choose? (Underline only one): 1. wealth— 2. fame— 3. pleasure— 4. happiness— 5. wisdom— 6. comfort— 7. love— 8. thrills— 9. spirituality— 10. power.

Cross out in the following list *all* items of which you often feel afraid: 1. darkness— 2. being alone— 3. thunder— 4. germs— 5. noise— 6. mice— 7. dogs— 8. snakes— 9. ghosts— 10. thieves— 11. drunkards— 12. deserted houses— 13. cemeteries— 14. automobiles— 15. deep water. (Add other items.)

In the following list cross out all items about which you often worry or brood: 1. dreams— 2. possible accidents— 3. death— 4. growing old— 5. becoming unattractive— 6. death of relatives— 7. contagious diseases— 8. opposite sex— 9. getting married— 10. self support— 11. conscience— 12. sin— 13. God— 14. soul— 15. future. (Add other items.)

SCORE ANALYSIS

Score	Habit Pattern	Self-Control	Social Adjustment	Personal Adjustment	Mental Health	Readiness to Confide	Total Score
Part 1.							
Part 2.							
Consistency							
Total							
Percentile							
First Decile (Highest)							
Second Decile							
Third Decile							
Fourth Decile							
Fifth Decile (Average)							
Sixth Decile (Average)							
Seventh Decile							
Eighth Decile							
Ninth Decile							
Tenth Decile (Lowest)							

PERSONALITY ADJUSTMENT PROFILE